

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter mainly discusses some information related to the topic of the study quoted or explained from many sources.

2.1 Listening

There are a various definitions of listening that are presented by some experts. According to Tyagi (2013), listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Gilakjani and Ahmadi (2011) said that listening is the process of understanding speech and it concentrates on the role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. They also said that listening is the most important skill for four other skills in learning a language.

Ramadhika (2014) said that listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in mind) .

2.2 Types of Listening

According to Kline in Ramadhika (2014) listening is divided into 5 types:

1. *Informative listening* is where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to message is as close as possible to that which the sender intended.
2. *Relationship listening* is either to help an individual or to improve the relationship between people.
3. *Appreciative listening* includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.
4. *Critical listening* is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.
5. *Discriminative listening* is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

John A. Kline in Radhika also adds that effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skills. In some cases, the skills are the same for the various types of listening; in some cases, they are quite different.

2.3 The Difficulties in Listening

According to Richards in Ramadhika (2014), common listening problems are:

1. Speaker speaks too fast. For people who are just learning a language it is mostly difficult for them to understand what the speaker is saying if the speaker speaks too fast. Because they tend to listen word by word that the speaker said.
2. Listeners listen word for word. Beginner tend to listen to the speaker's word by word and translate it to their own language and that makes it more difficult and left behind while the speakers keep speaking.
3. Listeners lack of cultural or background knowledge. Different cultures and environments with speakers, making the language used like the figurative language used to describe something can be very different and make the listener have trouble understanding it.
4. Speakers use too many unfamiliar words. For beginner that still have lack of vocabulary, it is very difficult to notice what is the vocab or words that the speaker used.
5. Listening takes too much effort and concentration. Because when we listen we have to understand what the speaker is saying by listen to it carefully.

6. Recordings are not always clear and are difficult to follow. Sometimes the recording doesn't record the speaker's voice clearly and make the listeners can't catch the meaning of what the speaker said.
7. Speakers' accents are unfamiliar. For example if the listeners tend to learn english with american accents, it would be difficult if the record that display to the listener shows the speaker with british or singaporean accent.
8. Tasks are too difficult. It happen when the task that distributed to the listener have never been taught before. Or because the content read by the speakers is too much so it's hard to get the points discussed.
9. Listeners cannot recognize words they know when they hear them. It can be happen because the speaker speak to fast or the listeners just missed what the speaker said.

He also mentions the difficulty of listening factors:

1. Listeners' linguistic knowledge : Listeners lack of linguistic knowledge can caused the listener's difficulties toward listening activities.
2. Knowledge of the co-text : The listener ability to undestand co-text can be affect the listening activities in order to get the poin of the record.
3. Background knowledge.
4. Learners' motivation and interest in the topic : If the listeners not interested or not being motivated by the listening context, the listeners can get bored easily and affect the listening activity.
5. Cognitive load of the text (topic, text length, text type).

6. Lexical density (ratio of the new words to know words).
7. Tasks : A lot of task can make listener tired and get bored easily.

Richards and Brown mentions that the problems are coming from some aspects such as students, media, and materials. One problem is causing to another problems. For example if students lack of background knowledge, they will feel that the tasks are too difficult. This problem is affecting the students' motivation and interest in doing the tasks. Efforts have to be done by the teacher to avoid these problems in the listening class.

2.4 Teaching Listening

Teaching listening requires a little more for the teacher than the learner. One of the principles of teaching listening should be "the material does not have to be visually displayed first". Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding then the action (Permatasari, 2013). According to Brown (2007) there are some principles of teaching listening skill that should be known by the teacher.

1. First, listening should receive primary attention in the early stage of ESL instruction. It means to learn English students should be familiar with the listening process.
2. Second, listening learning processes should use learning materials that are relevant to the students' real life. It can make students know how important the material in the real-life.

3. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses a difficult word.
4. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of the principle is to get students interested in the material that they are learn so they can capture the content of the material easily.
5. Fifth, the teacher should always ask the students to listen for the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill.
6. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

Furthermore, the teachers have to pay attention to the principles in teaching listening. As mentioned in the listening teaching principle above, the teacher should always ask the students to listen to listening purposes. So, the students can learn listening more effectively if the students already known the purposes of listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on its goals.

2.5 Strategies of Teaching Listening

Successful in listening can be seen from the strategies used by teachers. Does the student tend to focus on the text or they also tend to consider how to listen to it? A focus on how to listen raises the issues of listening strategies. They can be considered as effective ways of approaching and managing their listening (Richards, 2008). This activity tries to involve the listeners directly.

Buck (2001) in Richards (2008) identifies two kinds of strategies in listening:

2.5.1 Cognitive Strategy

Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

- 1) *Comprehension processes*: Associated with the processing of linguistic and nonlinguistic input.
- 2) *Storing and memory processes*: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.
- 3) *Using and retrieval processes*: Associated with accessing memory , to be readied for output.

2.5.2 Metacognitive strategies

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

- 1) Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.
- 2) Monitoring : Determining the effectiveness of one's own or another's performance while engaged task.
- 3) Self-evaluating : Determining the effectiveness of one's own or another's performance after engaging in the activity.
- 4) Self-testing : Testing oneself to determine the effectiveness of one's own language use or the lack thereof

2.6 Techniques of teaching Listening

2.6.1 Top-Down and Bottom-Up

Additionally, Richard in Ramadhika (2014) mentions that in order to understand the nature of listening process, students need to consider some of the characteristics of spoken discourse and the special problems it poses for listeners. Spoken discourse has very different characteristics from written discourse and these differences can add a number of dimensions to the students' understanding and how they process speech. Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing. Richards (2008) said that bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the data that has been received. Lexical and grammar student

knowledge makes the basis for the bottom up strategy. Familiar vocabs combined with grammar knowledge are used to identify or determine relationships between elements in sentences. Clark and Clark (1997) in Richards (2008) summarize this view of listening in the following way:

1. [Listeners] take in raw speech and hold a phonological representation of it in working memory.
2. They immediately attempt to organize the phonological representations into constituents, identifying their content and function.
3. They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.
4. Once they have identified the propositions for constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message (Richards, 2008). Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. Background knowledge may take several forms. It may be previous knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge in the form of schemata or scripts – plans about the overall structure of events and the relationship between them. Exercise that require top-down processing develop the learner's ability to do the following:

1. Use key words to construct the schema of a discourse.
2. Infer the setting for a text.
3. Infer the role of the participants and their goals.
4. Infer causes of effects.
5. Infer unstated details of situation.
6. Anticipate questions related to the topic or situation.

Motivation is yet another affective variable to consider, but that is so central and with research foundations that are so persuasive that it deserves a separate category here (Brown, 2007: 168). In addition Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high.

2.7 Running Dictation Game

Running Dictation is a technique which involves all of the English skill from listening, speaking, reading and writing. Running dictation is one of technique besides dicta gloss and both of them are including dictation method (Aini, 2015). Running Dictation is a multi-skill task involving listening, speaking, reading, and writing. It is easy to prepare and practice.

Below are the steps of doing running dictation.

1. Students make a group that consists of 5 to 6 member, and each member of the group is numbered.

2. The teacher calls one number per group outside the class and dictated one short paragraph to them. Each group has a different paragraph.
3. The students remembered the paragraph and try to dictate it again to their group.
4. Each member of the group memorizing the paragraph and the fastest group that can memorize the paragraph raise their hand and said "*bingo*".
5. The teacher chooses one member of the fastest group to come and tells the paragraph in front of the class.
6. The fastest group and can tells the paragraph correctly get the point.
7. Each group wrote down their paragraph into an origami paper and arrange it with another group to become a story.
8. Each group displays their work in the classroom.